

Hate-Motivated Behavior in Schools

Response Strategies
for School Boards,
Administrators,
Law Enforcement,
and Communities





Publishing Information

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Notice

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publication by CSEA
members.

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California's Urgent Challenge

California children are inheriting a society more multicultural and multiracial than ever before witnessed in modern history. This rich and diverse society brings the benefits of wider participation and vision as well as new and exciting challenges. Yet with these gifts of diversity, there sometimes comes ugly intolerance of cultural and racial differences. Defacing of library books, desecration of religious institutions, blatant racism, and acts of hate violence threaten the collaborative spirit we need to build understanding among our many cultures, races, and religions.

Schools are not immune from this intolerance. In fact, reports of hate groups focusing their recruitment efforts on or near school campuses are increasing. Hate-motivated behavior, whether in the form of racial conflicts, graffiti, or hate slurs, are becoming more evident on school campuses in too many communities. From school boards to classroom teachers, there is an urgent call to respond to hate-motivated behavior in all its forms in schools and their surrounding communities.

California schools have a constitutional and moral obligation to protect children on campus and to

maintain a safe, secure learning environment.

Addressing hate-motivated behavior is an important part of this obligation. However, schools cannot meet this obligation alone. Law enforcement, government, business, and the community as a whole must join in an effort to keep schools free of hate-motivated incidents.

This school-based resource guide is designed to promote discussion, planning, immediate action, and effective long-term responses to hate-motivated incidents on campus. Schools and districts can use this guide to examine their existing programs and policies and to develop effective procedures for dealing with hate-motivated behavior and crime. By understanding what hate-motivated behavior is and how best to respond, schools can become a central force in bringing such incidents to an end.

California school and community partners must strive to set a high standard for the country and demonstrate how hate can be uncovered and eliminated and appreciation for diversity can be encouraged among our children and families. It is the only way of facing the challenge.

Defining Hate-Motivated Behavior



A Working Definition An incident of hate-motivated behavior is any act or attempted act intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by hostility toward the victim's real or perceived ethnicity, national origin, immigrant status, religious belief, gender, sexual orientation, age, disability, political affiliation, race, or any other physical or cultural characteristic.

Having a common definition of hate-motivated behavior enables schools and law enforcement agencies to develop a reporting system to document these behaviors. This reporting system should ensure not only that accurate information is shared across agencies but also that appropriate disciplinary action is taken.

Hate-motivated behavior may also be a crime as defined in the California *Penal Code*.¹ These acts must be reported to the appropriate law enforcement agency, and the District Attorney may choose to prosecute the alleged perpetrator. When criminal acts are determined to be motivated by hate, they become hate crimes. The crimes may include the following:

- Destruction or defacing of property
- Unusual violent assaults by groups or individuals which appear to be random
- Certain kinds of vandalism
- Unlawful use of telephones or mail for harassment
- Bomb threats or explosions
- Cross burnings

Some hate-motivated behaviors,² including taunting and intimidation, may not be interpreted as crimes and, as a result, could go unreported. However, *such acts of hate-motivated behavior should be considered as serious as hate crimes* because they

¹ California *Penal Code* sections 422.6, 422.7, 422.75, 422.8, 422.9, and 422.95 (Title 11.6, Civil Rights) define hate-motivated crimes.

² *Education Code* Section 48900.3 describes these hate-motivated behaviors.

can be as emotionally damaging as any hate crime and can have long-lasting effects on students and teachers.

Such noncriminal hate-motivated behaviors include the following:

- Posting or circulating demeaning jokes, leaflets, or caricatures
- Defacing, removing, or destroying posted materials or announcements
- Distributing or posting hate-group literature or posters
- Using bigoted insults, taunts, or slurs

As California's population becomes more diverse, the school community is challenged to find effective ways of creating harmonious learning environments for students. Learning to identify and creating a common understanding of hate-motivated behavior

Law in the School

In Los Angeles, a federal court sentenced a 19-year-old to a one-year prison sentence for mailing hate letters to school administrators at a local high school. The court rejected probation for the 19-year-old, agreeing with the prosecutor that hate crimes committed on school campuses should be treated as serious threats to society. This "case school" should give administrators confidence that it is possible to respond effectively to hate-motivated crimes committed by students on campus.

Prepared by Bernard James
Special Counsel, National School Safety Center

Dealing with Hate-Motivated Behavior



Everyone who has an impact on students and the school community plays a role—members of the board of education, district and school staff, parents, and law enforcement personnel. Ultimately, success will rely on interdependent action.

Hate-motivated behavior is an important issue for everyone. If parents, students, school staff members, and representatives of the local community know that you are serious about addressing hate crimes, they will listen, learn, and participate in scheduled activities. Publicizing the school's commitment to hate-crime prevention is the key to successfully *involving* everyone. Following through with plans and promises is the key to *keeping* all partners involved.

Parents

Parents need to model the appropriate behavior of respect for others and appreciation for diversity throughout the lives of their children. Parents should be encouraged to attend school-sponsored training on hate-crime prevention and work with school personnel to implement plans designed to promote acceptance and understanding.

Students

Students must take responsibility for their own behavior and meet the standards of conduct established by their school site and society in general.

Breaking the Cycle of Bullying

Bullying is perhaps the most underrated problem in our schools and can be motivated by prejudice, intolerance, or hate. Whether bullying evidences itself in name calling, teasing and harassment, extortion of lunch money, harsh pranks, or jostling in a hallway, victims often are left with emotional scars long after the incident. Many adults vividly remember a school-yard bully from their own childhood, often by name. Research shows that allowing bullying to go unchecked opens up a Pandora's box of school-day, adolescent, and adult criminality.

School-Site Staff

The school-site staff, *along with* parents and community members, need to develop a plan for dealing with hate-motivated behavior in accord with board policy and district guidelines (refer to Appendix A). Staff members need to receive training and materials necessary for the success of the plan.

School District Administration

Administrators must provide leadership and support by developing and promoting guidelines which schools can customize into action plans. Administrators need to embed workable strategies into these guidelines so that sites can effectively deal with hate-motivated incidents (refer to Appendix A).

Governing Boards

All governing boards have the responsibility to develop and support policies which inform every school that the prevention of hate-motivated behavior and provision of victim assistance are required mandates. Board policies addressing hate-motivated behavior in schools are critical to the success of safe school strategies (refer to Appendix B).

Law Enforcement Agencies

Law enforcement agencies should be part of the team by communicating clear policies and protocols for dealing with hate-motivated behavior and crime. Many agencies will provide, when appropriate, school resource officers, training, victim assistance, presentations, and materials for dealing with hate-motivated incidents.

Community

Community-based organizations, public service agencies, service clubs, senior centers, business owners, and religious organizations are all part of the solution. Some service clubs and businesses make it a priority to develop partnerships with schools. Many have national and international resources which can help.

Preventing Hate-Motivated Behavior



Teachers, principals, counselors, parents, grandparents, and extended family members should model behavior for children which promotes dignity, respect, and appreciation of diversity for people from all backgrounds and cultures.

It is the *school's responsibility* to ensure that established school district standards of behavior are followed. Standards should promote respect for all people and for oneself. School personnel must demonstrate to students that each person is valued as are all cultural differences brought from home to school.

A Suggested Process

Specify the rules of conduct in documents, speeches, and orientation sessions that are held with students and faculty. Include the district and school policies concerning bigotry, all of the activities considered to violate policies and constitute unacceptable behavior, the procedures for reporting a hate crime, and the consequences for those who commit any hate-motivated behavior.

Assess the existing school climate, review incident reports, and identify potential problems. Perform a *Hate Crime School Survey*³ at the site and use the data to develop strategies for reducing hate-motivated incidents. Analyze the data to improve programs.

Adopt a curriculum or supplement the current curriculum through course content which includes or enhances multicultural components.

Provide staff training which will help teachers to respond immediately and appropriately to hate-motivated incidents in the classroom, accurately

³ See Cristina Bodinger-deUriarte and Anthony R. Sancho, *Hate Crime: A Sourcebook for Schools Confronting Bigotry, Harassment, Vandalism, and Violence*. Southwest Regional Laboratory, 4665 Lampson Ave., Los Alamitos, CA 90720.

Casting Seeds of Harmony

Reducing hate-motivated behavior requires selfless acts by caring adults who may never receive direct acknowledgment of their efforts. We may cast *seeds of harmony* throughout the lives of our children. But no matter how carefully we tend the seeds, they might not bear fruit in our lifetime. Tomorrow's youths may never know that we were the ones who planted the seeds in the first place, yet their future world will be better because of our actions today.

Hilda Quiroz
Education Training Research Associates

report hate-motivated incidents, and provide needed assistance for the victim and offender.

Provide workshops for teachers, parents, families, and community partners which teach the importance of setting examples and provide the opportunity for participants to model positive behavior toward youths.

Involve community partners, such as government agencies, law enforcement, and other school sites, as resources. These partners are valuable resources for helping develop effective prevention plans.

Support student activity programs that promote appreciation and respect for differences among people. Support after-school, evening, and weekend events which demonstrate how students can harmoniously work together, learn from one another, and resolve conflicts among members of a dissimilar student body. Encourage existing student-focused programs promoting dignity and physical and emotional safety for all students *by students* (refer to Resources).

Responding to Hate-Motivated Behavior



Schools must have a clear set of procedures to follow when responding to hate-motivated incidents. Steps that ensure the safety of the victim, provide for appropriate disciplinary action for the perpetrator, and establish a standardized reporting system are important procedures to have in place at every school site.

Immediately:

1. *Stop the behavior* and address the problem. Discuss the incident with the student(s) involved and interview possible witnesses. Provide immediate and reasonable consequences for the perpetrator (based on school and district disciplinary guidelines).

The same day:

2. *Provide immediate staff response* to all reports of hate-motivated incidents. Notify school administrators and law enforcement officers of the incident and request assistance, if necessary. Get assistance for the teacher if he or she is uneasy in dealing with this issue.
3. *Activate all student rumor control networks* on campus so that they can disseminate accurate information across the campus before rumors spread.
4. *Provide victims of hate-motivated behavior or crime with support* and assistance, including referral to victim support agencies, if appropriate.
5. *Inform the victim's and perpetrator's parents* that the school is taking the incident seriously. Ask family members whether they are aware of any indicators of hate-motivated behavior at

Using the Teachable Moment

Teachers need to be provided the necessary training which enables them to recognize and appropriately respond to hate-motivated incidents that occur in their classrooms. When teachers are aware of such acts and are comfortable responding to them, they can use this teachable moment to talk with students. This discussion helps students understand the damage and hurt that can be brought about by such behavior.

Teachers need to be provided the necessary training

home and whether their observations may be documented and shared.

6. *Report in writing* all hate-motivated behavior. Reports should include a description of the behavior and name(s) of the student(s) involved. Inform the district office staff of all planned follow-up activities (refer to Appendix C).
7. *Follow the district's media relations plan* so the assigned spokesperson can take command of distributing the information quickly and accurately.

As soon as possible:

8. *Proceed with appropriate disciplinary action* consistent with district policy and the California Education Code. Law enforcement officers may proceed with a concurrent investigation based upon California Penal Code violations.
9. *Provide appropriate sensitivity training* and diversity education for the perpetrators and their families.
10. *Implement follow-up activities* with the students, staff, and community:
 - Have law enforcement officers take photographs of graffiti and have district personnel paint out all graffiti before students arrive at school so that the message is not seen by students.
 - Work with students who are in formal and informal leadership roles to plan activities which will restore campus harmony; e.g., campuswide "No Put-Down" campaigns.
 - Utilize school or district crisis response teams to support the students.
 - Provide staff with effective strategies on how to respond to taunts and slurs in the classroom; e.g., establish "No Slur Zones" in the classroom or perform sensitivity exercises with students.

Working with Victims and Perpetrators



A student's embarrassment or fear of retribution often prevents the student from reporting the incident. Staff members must strive to maintain an atmosphere of trust, safety, and confidentiality so that students feel comfortable sharing their experiences.

School staff should provide support in the following ways to a student victimized by hate-motivated behavior:

1. Assist the victim in filling out any required school district and law enforcement reports and be sensitive to any cultural and language needs of the student. The staff should also encourage the student to inform his or her parents about the incident.
2. Help the student preserve evidence from the incident, including written materials, drawings, and graffiti. Staff should also help the student identify responsible parties and possible witnesses.
3. Ensure that the student receives appropriate medical treatment or counseling support. Often the student will minimize the injury or harm and refuse such assistance. Staff should still offer the immediate assistance and longer-term support.
4. Offer the student and family assistance in contacting other resources, such as law enforcement, victim-witness assistance programs, local media, and community organizations.
5. Break through feelings of isolation the student might have by encouraging discussions with and support from family, friends, and other students.
6. Assure the student that the school will treat the incident with appropriate seriousness by using classroom and group settings to talk about what makes a school feel safe and secure. Assure the student that the staff will work hard to create a safe environment for all students.

School staff should work in the following ways with a student who has perpetrated a hate-motivated act:

A Crime Against One Victim Can Affect the Entire Community

Other students in the school often become the secondary victims in a hate-motivated incident. They may feel as threatened as the victim and require the same support. Administrators and staff must assure students that their school is a safe, friendly place where they can learn.

1. Talk with the perpetrator and try to determine his or her level of intent to hurt or harm. Determine whether the student has had any prior contact with other hate groups on campus, in the neighborhood, or through the internet.
2. Assist the perpetrator in contacting his or her parents and arrange for any necessary meetings with the school or police. When meeting with parents, be alert to any verbal clues regarding hate-motivated feelings.
3. Explain what type of forms will be filled out and how the student's behavior is going to be described and reported. Inform the perpetrator as to what disciplinary action will be taken.
4. Consider, if appropriate, face-to-face discussions with the victim (restorative justice techniques). Be sensitive to public ridicule and embarrassment because that rarely changes a person's behavior for the better.
5. Promote rehabilitation and higher levels of awareness for perpetrators and parents by having them view videos, read stories, and perform meaningful, positive deeds within the community.

Working with the Media



Schools cannot wait until hate-motivated incidents become a concern before developing a media-response plan. Having clear procedures in place before an occurrence will help avoid ill-prepared confrontations with the media.

Preparing Before an Incident

Confer with district-appointed media spokespersons to develop a clear strategy. Document the plan and keep it accessible. Maintain an accurate list of media addresses so the appointed spokesperson can send a news release quickly to control rumors and calm the community. *Remember to include the ethnic press and radio and cable television stations.*

Designate a capable, accessible individual and a back-up contact at each school site to field media calls. Name these contacts in written school procedure papers in case legal action is taken later.

Know state laws and district policies as they relate to hate-motivated behavior.

Have appropriate staff members attend a media-awareness workshop and in-service training on the district's media guidelines.

Form cooperative working relationships with the press before an incident occurs. Be sensitive to the media's reporting deadlines and balance them against the need to gather accurate information. When prepared ahead of time, the district, not the media, will be able to take charge of the interview.

Prepare a boilerplate statement and news release ahead of time. Take time to construct responses to anticipated questions. Think through answers carefully; get legal advice when possible (refer to Appendix D).

Link with other "zones of influence," such as schools, churches, and YMCAs, to share ideas.

Responding After an Incident

Maintain a professional tone and take the time to thank the media for their concern. Do not become defensive.

Set up a press conference if warranted. This allows the district to answer all questions at one time, ensuring uniform dissemination of information.

Assign a district team to protect the victim and perpetrator from the media. Meet with the families and assist them in dealing with reporters.

Invite the media back to the school at a later date to observe positive campus activities. Examples of these activities are:

- ✓ Curriculum instruction and activities that teach students about the importance of accepting and appreciating diversity among people
- ✓ Schoolwide presentations or programs that highlight cultural pluralism
- ✓ School and community partnership activities that promote the value and importance of all children

Mastering Interviews: As Simple as ABC

When faced with a difficult question that

does not address your primary message, try this approach:

Acknowledge the reporter's statement ("That's certainly an issue that's important in our district").

Bridge away from the question to the one you *want* to answer ("and we are continuing to work on that issue").

Convert the question to the main message or answer that you wish to give the audience ("but the real issue here today is . . .").

Remember that unless it is a live interview, the question will not be heard; only your answer will be broadcast. Give the answer you want heard.

Thomas K. DeLapp, Mastering Media Relations,
Public Image Associates, Inc.

Managing Media Access to Schools



Members of the media believe they have a qualified right to be on campus and rely on the protection of the First Amendment as well as of California constitutional free speech and press guarantees. The media also point to California *Penal Code* Section 627.1 and *Evidence Code* Section 1070, which together state that members of the news media may not be prosecuted for violating some trespass provisions of the *Penal Code* concerning school districts. However, access may be limited in given situations.

Since California *Penal Code* Section 627 (which allows administrators to ban outsiders from campus) specifically exempts reporters, the media believe they have a right to be on campus at any time. What rights do administrators have in controlling media access to the campus?

From the Attorney General's Perspective:

Recently, the California Attorney General issued a legal opinion (79 Ops. Atty. Gen. 58, 6/10/96) restricting the access to schools and students that members of the news media have traditionally claimed: "While members of the media may not be prosecuted for violating *Penal Code* sections 627-627.11, that does not grant them affirmative right to unlimited and unrestricted access to school premises. School officials may deny access to the media, as they may deny access to anyone, if their presence would interfere with the peaceful conduct of the activities of the campus (California *Penal Code* Section 626.6). They may also direct a visitor to leave if their presence would be disruptive regardless of the visitor's intent (*Penal Code* Section 627.5, *Education Code* Section 32211c)."

While the Attorney General's opinions are not binding, courts often give them great weight. This opinion clarifies a gray area in which school districts are frequently pressured by the media into allowing them access to students.

From a District's Perspective:

Districts need to have admittance procedures in place which apply to *all* visitors so that the media are not being singled out when asked to follow established procedures.

When members of the media are permitted on campus, always escort them, help them get the story, and do not leave them alone. Issue press badges to

Sample School Entrance Sign

"All visitors must report to the principal's office before entering this campus (in compliance with California *Penal Code* Section 627.2). No visitor is permitted on these school grounds without first registering at the office."

ensure that they are easily recognized and identified. Remember, photo releases are not needed for news but *are* required for use of photos of students with disabilities.

The media should be handled in a manner consistent with all other visitors:

- ✓ All school entrances should have signs indicating that all visitors to the campus are required to register at the main office (California *Penal Code* Section 627.2). Visitors may be asked to register their names and to state their purpose for entering the school grounds.
- ✓ The school may require all visitors to be accompanied by a staff member and to display identification while on school grounds.
- ✓ Visitors may be denied permission to enter any class that is in session if their presence would interfere with normal activity.
- ✓ Schools may ask any visitor to leave if his or her presence becomes disruptive to the students.

A word of advice: Although there are many ways to limit the media's access to students and staff, mismanagement in implementing these rights may alienate the media in future relationships.

Linking Hate-Motivated Behavior and Crime Issues to Existing School Documents

Utilizing District Guidelines and School-Site Plans

All issues of hate-motivated behavior and crime should be fully integrated into existing school district guidelines and school-site plans because they could influence the curriculum offering, strategies for interpersonal relations, and even teacher performance reviews. Include as many students, parents, and community members as possible in developing expanded plans because such participation will strengthen the response to hate-motivated incidents. *Examples:*

1. Include cross-agency workshops and training for law enforcement, probation, and school district personnel; members of community organizations; and business and industry representatives to assist different agencies in collaboration.
2. Include representatives of other programs, such as school resource officer prevention programs, school/law enforcement partnerships, and after-school academic/recreation programs, to assist in developing guidelines and plans.
3. Merge relevant district guidelines and local school-site plans, a move that will support the resolution and elimination of hate-motivated incidents and crimes.

Elements to Be Included in District Guidelines

School district guidelines should be rooted in official district policy and stem from a shared vision of what constitutes a hate crime. Guidelines should assist schools in reducing and preventing hate-motivated incidents. The intended outcome is for schools to adopt plans which create supportive environments for a diverse student body through the development of human relations skills, multicultural learning, and responsible procedures.

The district should:

- Support each school's effort in developing an appropriate action plan to deal with hate-motivated incidents.
- Provide schools with necessary staff release time to attend safe school planning training and to develop safe school plans following the training.
- Provide in-service training, as needed, for school staff and parents in order to implement the safe school plan.
- Provide schools with instructional materials and classroom curricula designed to promote appreciation for diversity and to prevent bias-related conflict.
- Create a school-by-school districtwide data bank to help schools determine hate-crime trends.
- Provide schools with comparison information from statewide sources.
- Make recommendations, as needed, for revising school-site plans in accord with any safe school survey results collected by the district.
- Establish a district multicultural advisory board.
- Establish collaborative relationships with regional governmental agencies, business partners, and local law enforcement to provide additional services and resources for school sites.

Elements to Be Included in School-Site Plans

The school-site plan should include components that address hate-motivated behavior and crime prevention, intervention, and support for students, families, and staff.

The school should:

- Establish a representative committee to develop the plan.

- Develop a vision statement that clearly states the objective of the plan.
- Develop or use available survey information to assess the school climate.
- Designate specific roles for all staff, parents, students, law enforcement personnel, and members of other agencies in implementing the plan.
- Determine the type of training needed for staff and others in order to make the plan effective.
- Develop a discipline policy consistent with requirements and procedures outlined in California *Education Code* Section 35291.5 (School Rules Adoption)¹ and Section 48900.3 (Grounds for Suspension and Expulsion).²

¹ California *Education Code* Section 35291.5 requires that every public school site adopt discipline rules and procedures consistent with governing board policies and state statutes at least every four years beginning on or before December 1, 1987. After a school board adopts a new district policy containing discipline issues, school sites should utilize the process described in this section to modify or establish a school site discipline policy. Schools must solicit the participating views and advice of one representative selected by each of five groups: parents, teachers, school administration, school security (if any), and pupils in junior and senior high schools. This section also describes the required participatory process for adopting school discipline rules.

² California *Education Code* Section 48900.3 requires that a pupil in any one of grades 4 through 12 may be suspended from school or recommended for expulsion if the superintendent or principal determines that the pupil has caused, attempted to cause, or threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 33032.5 of the California *Education Code*.

- Develop appropriate curriculum on multicultural components:
 - Does the curriculum provide for a balanced study of world cultures?
 - Does the art curriculum include non-American and non-European art, drama, literature, and music?
 - Do textbooks avoid stereotypes?
 - Do classroom display materials include representation of minorities in positive terms?
 - Does the curriculum include critical thinking and reasoning skills?
 - Does the curriculum include cooperative learning activities?
 - Are minority issues and perspectives included in social studies courses?
- Develop a process for timely and effective communication to deal with internal and external populations.
- Develop a data collection reporting system and method for monitoring the plan.
- Assess resources available at the school-site, district, county office, and state levels and through student groups, parent groups, community organizations, law enforcement, and other agencies.

Sample Board Policies Relating to Hate-Motivated Behavior and Crime

An established board policy is critical to the successful implementation of districtwide hate-motivated incident prevention. An official policy helps to ensure that each school understands and adheres as a mandate to the curtailment and prevention of hate-motivated incidents and provides victim assistance.

Sample Board Policy I

It is the intent of the (District) to promote harmonious human relationships that enable students to gain a true understanding of the rights and duties of people in our society.

Each school is responsible for creating an environment that fosters positive attitudes and practices among students and staff. In addition, the school is responsible for creating and protecting an environment that mitigates against anxiety-producing or demeaning incidents taking place within the confines of the school. These incidents include, but are not limited to, those targeting members of a particular race, ethnicity, religion, sex, disability, or sexual orientation.

It is our intent to provide an environment that further allows persons to realize their full individual potential through an understanding and appreciation of the society's diversity of race, ethnicity, religion, and sexual orientation. To accomplish this objective, the district will be accountable through a visible commitment to human rights.¹

Sample Board Policy II

The governing board of the (District) affirms the right for all students, staff, and parents and guardians to be free from hate crimes, abusive

statements, or any activity which degrades the unique qualities of an individual, such as race, ethnicity, culture, heritage, sexuality, physical/mental attributes, religious beliefs and practices. Such verbal or physical acts are damaging to one's self-esteem and will not be tolerated in our educational institutions. The board encourages the superintendent and staff to develop programs which enhance self-esteem, raise awareness and sensitivity, and foster respect for individuals and their unique qualities.

The board recognizes that such hate-crime statements, threats, physical assaults, or damage to property are inflammatory to those victimized by such acts and jeopardizes the safety and well-being of students and staff. The board authorizes the staff to discipline students involved in such acts, including suspensions and recommendation for expulsion.²

School boards should be encouraged to tap into additional resources which can assist districts in developing effective policies. The California Department of Education's Safe Schools and Violence Prevention Office, the Attorney General's Office, county offices of education, the Association of California School Administrators, the California Teachers Association, and the California School Boards Association are all valuable resources.

¹ Cristina Bodinger-deUriarte and Anthony R. Sancho, *Hate Crime: A Sourcebook for Schools Confronting Bigotry, Harassment, Vandalism and Violence*. Los Alamitos, Calif.: Southwest Regional Laboratory, n.d.

² *Hate-Motivated Behavior*. San Leandro Unified School District Board Policy.

Appendix C

Sample Hate-Motivated Behavior Incident Report

_____ School District

1. Incident:

School _____ Location _____

Date _____ Time _____

Form Completed by _____

Phone _____ Title _____

2. Perpetrator(s):

	Male	Female	Ethnicity							Grade	Perpetrator attend school? Yes/No
			A	AI/AN	B	F	H	PI	W		
1											
2											
3											
4											

Ethnic Code Key (taken from CBEDS)

A—Asian

AI/AN—
American Indian
or Alaskan Native

B—Black,
not of Hispanic
Origin

F—Filipino

H—Hispanic

PI—Pacific
Islander

W—White,
not of Hispanic
Origin

3. Victim(s):

	Male	Female	Ethnicity							Grade	Perpetrator attend school? Yes/No
			A	AI/AN	B	F	H	PI	W		
1											
2											
3											
4											

4. Type of Bias:

- ☐ Race
 ☐ Sexual Orientation
 ☐ Religion
 ☐ Sex (gender)
- ☐ Disability
 ☐ National Origin
 ☐ Other: _____

5. Type of Incident:

PERSONAL

- ☐ Body language/gestures
 ☐ Physical assault -
no weapon(s) used
- ☐ Verbal slurs/threats
 ☐ Physical assault -
weapon(s) used
- ☐ Harassment
- ☐ Extortion/theft

PROPERTY

- ☐ Graffiti
- ☐ Property damage
- ☐ Arson
- ☐ Cross burning
- ☐ Other: _____

(See page 14 for instructions on completing the form.)

6. Narrative Description of Incident

7. Action Taken

8. Assistance Needed at Site to Prevent Further Incidents

9. Additional Comments

10. Other Agency Reports Filed?

☐ Yes ☐ No Agency/report title/number/name

This incident reporting form is taken from *Freedom From Fear*, a final report of the California Lieutenant Governor's Commission on the Prevention of Hate Violence, May, 1992.

Instructions for Filling Out the Incident Report Form

Following instructions carefully will ensure uniform reporting for all sites. It is important for each site to record all hate-motivated incidents so that the district may plan appropriate interventions.

The Purpose of Hate-Motivated Behavior Incident Reporting

Hate-motivated behavior is a contemporary issue that schools cannot afford to ignore. The board has resolved to require all hate-motivated incidents to be reported using the *Hate-Motivated Behavior Incident Report*. The district, along with local law enforcement personnel, will use information gathered from these forms to shape a program of interventions aimed at preventing recurrence or escalation of problems in schools and neighborhoods where patterns of hate crimes emerge. We urge your cooperation in using this form.

Filling Out the Form

1. Incident:

School, Location, Date, and Time. This information refers to the incident itself. Be as specific about the location as possible (e.g., SE corner of upper playground, in hallway by classroom X, corner of Tennyson and Ruus).

Form Completed by. Enter the name and title of the person completing the form (you). If possible, include a phone number where you can be *easily* reached.

2. Perpetrator(s): Enter data regarding those who started or were the aggressors of the incident. The “Perpetrator attend school?” box refers to whether the perpetrator was a student at the school or not. If there are more than four perpetrators, mention should be made in the narrative section (item 6).

3. Victim(s): Enter data regarding those who were the victims of the incident. Again, if there are more than four victims, note that in the narrative section (item 6).

4. Type of bias: This check-off section is intended to represent your best judgment about the motivation behind the actions which led to the report. It may be helpful to interview the victims and the perpetrators in order to ascertain the true motivation. “Other” should be used if none of the six categories accurately describes the motivation.

5. Type of incident: The definition should be self-explanatory. Harassment is a pattern of the first two personal incidents repeated over time. “Other” should be used to describe either personal or property damage not covered by the categories.

6. Narrative description: Be as specific as possible in order to give a clear picture of the dynamics and scale of the incident to anyone trying to plan interventions. Attach separate sheet(s) if necessary.

7. Action taken: What steps did you take, or do you plan on taking, in response to the incident? What, if any, school district reports were filed?

8. Assistance needed: What type of district support do you believe might be useful in addressing the hate-crime pattern at your site?

9. Additional comments: Indicate any additional relevant information you feel is important.

10. Other reports: Record any disciplinary action taken under California *Education Code* Section 48900.3 or any work orders for graffiti removal if related to hate-motivated crime.

Appendix D

Tips for Giving Interviews

- ✓ Address the interviewer, microphone, or camera as though you were in a one-on-one situation. This will help you come across as more conversational. When considering an answer, do not look up (for divine answers) or down (for an answer which might be buried in the dirt). Look the interviewer or camera in the eye.
- ✓ Respond to a question with the answer you want the public to hear. Do not give short, glib answers to a bunch of quick questions. Remember, the reporter's question will never be seen or heard on the air—*only your answer will be played*.
- ✓ Do not answer “global” questions (e.g., “Why is there so much violence in schools?”). Ask the reporter to be specific with the question he or she wants you to answer. Never accept a reporter's facts as a given (ask what makes the person think there is so much violence in school? compared to what?). Ask reporters where they got their information and, if you do not understand or agree, do not be put on the defensive by a loaded question.
- ✓ Do not ever fill a quiet space in the interview with talk just for the sake of filling the void. Some reporters are hoping you will do just that.
- ✓ Do not become defensive (be friendly, upbeat, yet concerned) and never use sarcasm. Sarcasm can be taken seriously if taken out of context.
- ✓ Highlight any specific safety programs at your school that address the problem behavior and share any positive results of the programs with the interviewer.
- ✓ Do not get trapped in comparisons between schools or communities. Try always to give the reporter the *whole* picture, not just one site's or one community's profile.
- ✓ Take the negative terms out of the question (e.g., hate-crime) and insert more positive terms (e.g., appreciation for diversity) whenever possible. Memorize powerful, effective quotes.
- ✓ Know the profile of the average reporter. This will help you in determining how much groundwork you need to do with the reporter *prior* to an interview. Remember, the average education reporter is under 35, is liberal, and has been on the job less than six months. Two-thirds have not graduated in journalism, and most of them are given many assignments at one time. This may be a valuable opportunity for you to teach the reporter about public education issues.
- ✓ Delay your response to a surprise phone call for a few moments if you need to compose yourself (the call-waiting button can be very helpful) or offer to call back in a few minutes. Give yourself time to gather your information.
- ✓ If a reporter arrives at the office unannounced, do not panic, try to clean your desk, or worry about what you are wearing. Instead, spend a moment looking around your office or the building and select an “educational” place to stand for the interview—in front of a DARE poster, outside the counseling office, on the playground. Use visual aids to pique the curiosity of the reporter and encourage interest about other school programs.
- ✓ Do not speak or write “educationese” or jargon. Be clear; use appropriate anecdotes and examples. Avoid statistics unless they are really compelling.
- ✓ Always ask for a business card so you can be sure reporters really are who they say they are and so you can call them back with information you may have forgotten.
- ✓ Avoid saying “No comment” and remember: **EVERYTHING IS ON THE RECORD.** *Do not get chatty after the interview*, even if you are walking the person to the door.

Adapted from Mastering Media Relations, by Thomas K. DeLapp, President, Public Image Associates, Inc.

Resources

1. INTERNET ADDRESSES, ACTIVE WEB SITES

Anti-Asian Violence Network (AAVN)

http://www.netasia.com:80/~ebihara/aavn/aav_org.html
(Hate-Crime Laws)

California Attorney General's Office, Crime and Violence Prevention Center

<http://www.ns.net/caag/cvpc/>
(Hate-Crime Laws)

Canadian Department of Justice

http://canada.justice.gc.ca/index_en.html
(Hate-Motivated Violence)

Cecil Greek's Criminal Justice Resources on the Web

<http://www.fsu.edu/~crimdo/cj.html>
(Hate-Crime Resources)

Equality Colorado

<http://www.tde.com/~equality/fshate.html>
(Fact Sheet)

Los Angeles County Office of Education

<http://www.lacoe.edu/doc/lacoe/news/9502/950215.html>
(Hate-Crime Reports)

National Gay and Lesbian Task Force

<http://www.ngltf.org/Press/PrHCSA.html>
(Hate-Crime Laws)

Office of Juvenile Justice Department Planning

<http://www.ncjrs.org/txtfiles/fs-9529.txt>
(Statistics)

Orange County Sheriff's Department

<http://www.ocsd.org/hate.htm>
(Hate Crimes)

San Bernardino County Office of Education

<http://www.rims.k12.ca.us/INFO/SST/burton/>
(School and Law Enforcement Resources)

The Working Group (a media production company)

<http://www.igc.org/an/NIOT.html>
(Community Responses to Hate Crimes)

Violent Crime Control

<http://gopher.usdoj.gov/crime/crime.html>
(Hate-Crime Laws)

2. AGENCIES

Civil Rights Organizations

American-Arab

Anti-Discrimination Committee

4201 Connecticut Ave., N.W., Suite 300
Washington, DC 20008
(202) 244-2990

Services: Disseminates statistics on American-Arab hate crimes.

Anti-Defamation League B'Nai B'Rith

720 Market St., Suite 800
San Francisco, CA 94102-2501
(415) 981-3500

10495 Santa Monica Blvd.
Los Angeles, CA 90025
(310) 446-8000

Services: Monitors and exposes activities of extremist groups, provides hate-crime training for law enforcement staff and educators, works with educators to develop prejudice reduction curricula, and provides human relations training for public and private sectors.

Asian Law Caucus, Inc.

720 Market St., Fifth Floor
San Francisco, CA 94102
(415) 391-1655

Services: Offers legal assistance, representation, training, education, information, and referral.

Asian Pacific American Legal Center

Stewart Kwoh
1010 E. Flower St., #302
Los Angeles, CA 90015
(213) 748-2022, Ext. 37

Services: Provides multilingual, culturally substantive legal services, community education, and civil rights advocacy to Asian Pacific American communities in Southern California.

AWAIR: Arab World and Islamic Resources and School Services

2137 Rose St.
Berkeley, CA 94709
(510) 704-0517

Services: Offers information and referral; educational outreach K-12; resources and teacher training. Is one of 43 Arab organizations in the Bay Area.

Bay Area Hate Crime Investigators Association

San Francisco Police Department
850 Bryant St., Room 558
San Francisco, CA 94103
(415) 553-9140

Services: Investigates reported hate crimes in the San Francisco area. Compiles statistics regarding hate-crime activity.

California Association of Human Relations Organizations

965 Mission St., Suite 540
San Francisco, CA 94103
(415) 543-9741 (FAX) 543-9743
e-mail: cahro@waonline.com

Services: Provides technical assistance and referral services to the general public.

Community United Against Violence

973 Market St., Suite 500
San Francisco, CA 94103
(415) 777-5500

Services: Provides information, referral, and counseling for victims of anti-gay or anti-lesbian violence. Offers speakers bureau and volunteer security people for community events.

Japanese American Citizens League

1765 Sutter St.
San Francisco, CA 94115
(415) 921-5225

Services: Education, human and civil rights organization. Provides information and referral services, translators, and advocacy.

Klanwatch

Southern Poverty Law Center
400 Washington Ave.
Montgomery, AL 36104
(334) 264-0286

Services: Provides information and tracks activity of the Ku Klux Klan in America.

National Gay and Lesbian Task Force

1734-14th St., N.W.
Washington, DC 20009
(202) 332-6483

Services: Provides assistance and outreach counseling regarding crimes against the gay and lesbian community.

*Government Resources***Alameda County Office of Education (ACOE)**

313 W. Winton Ave.
Hayward, CA 94544-1198
(510) 670-4220

Services: Provides staff development programs in anti-gang involvement; multilingual and multicultural curriculum development; safe schools planning training; and hate-motivated behavior resources.

California Department of Education

Safe Schools and Violence Prevention Office
560 J St., Suite 260
Sacramento, CA 95814
<http://www.cde.ca.gov/spbranch/safety/safetyhome.html>
(916) 323-2183

Services: Provides information and referral on gangs, vandalism, school community image, dropouts, drug and alcohol abuse.

California Attorney General's Office

1300 I St.
Sacramento, CA 95814
<http://caag.state.ca.us>
(800) 952-5225

Services: *Anti-Hate Violence Project* works with local law enforcement to institute civil actions in response to hate violence. *Crime and Violence Prevention Center* provides referrals and information about hate-crime prevention strategies. *Criminal Justice Statistics Center* compiles an annual report for the State Legislature about local statistics on hate crimes. *Public Inquiry Unit* provides referrals and assistance with discrimination complaint procedures.

Department of Fair Employment and Housing Commission (DFEH)

2014 T St., Suite 210
Sacramento, CA 95814
(916) 227-0551

(Consult local resources for services outside Sacramento.)

Services: Conducts public hearings, educates and assists attorneys and community organizations in determination of hate-crime violations and remedies.

Local Attorney's Office Victim Witness Assistance

For directory assistance in locating local resources, contact:

Office of Criminal Justice Planning
<http://www.gov/vctmwtnsbrnch.htm/>
(916) 324-9128

Services: Offers information and assistance on pending court cases. Provides claims assistance.

Local Mental Health Organizations

For directory assistance in locating local resources, contact:

California Department of Mental Health
1600 9th St., Room 151
Sacramento, CA 95814
(916) 654-2309
<http://www.dmh.cahwnet.gov/>

Local Law Enforcement Agencies

Contact your local police department, sheriff's office, probation department, and district attorney's office for help.

School/Law Enforcement Partnership Cadre

1. Safe Schools and Violence Prevention Office
California Department of Education
560 J St., Suite 260
Sacramento, CA 95814
(916) 323-2183
and
2. Crime and Violence Prevention Center
Office of the Attorney General
P.O. Box 944255
Sacramento, CA 94244-2550
(916) 324-7863

Services: Provides trained professionals for technical assistance at no charge and provides resource materials to schools, law enforcement organizations, and other youth-serving agencies that promote interagency partnerships for safe schools.

**U.S. Department of Justice
Community Relations Service**

33 New Montgomery, Suite 1840
San Francisco, CA 94105
(415) 744-6565

Services: Provides assistance to communities and persons in resolving disputes, disagreements, or difficulties relating to discriminatory practices based on race, color, or national origin.

*Additional California Organizations***California Wellness Foundation**

6320 Canoga Ave., Suite 1700
Woodland Hills, CA 91367
(818) 593-6600

Services: Pursues multifaceted strategies that allow people to take better control of their health and achieve a state of wellness. The mission is to improve the health and well-being of the people of California through health promotion and disease prevention programs, including violence prevention.

Intergroup Clearinghouse

995 Market St., Suite 1219
San Francisco, CA 94103
(415) 896-1355

Services: Provides assistance to individuals and communities victimized by hate violence and advocates the prevention of hate violence. Programs include a community network for monitoring hate-violence incidents, a bias-free school program in San Francisco schools, and technical assistance for communities.

Pacific Center for Violence Prevention

The Trauma Foundation's Injury and Violence Prevention Library
San Francisco General Hospital
San Francisco, CA 94110
(415) 285-1793

Services: Provides current information on injury and violence prevention.

**Violence Prevention Coalition of the Greater
Los Angeles Area**

313 North Figueroa St., Room 127
Los Angeles, CA 90012-2647
(213) 240-7785

Services: Seeks to reduce violence and its impact on the health of the citizens of Los Angeles County by measuring and describing conditions that promote violence and by recommending strategies, methods, and means to reverse the conditions that promote violence and prevent the injuries and adverse outcomes of the injuries that result from violence.

Additional National Organizations

Center for the Study and Prevention of Violence (CSPV)

University of Colorado
Campus Box 442
Boulder, CO 80309-0442
(303) 492-1032

Services: Compiles research literature on the causes and prevention of violence. Offers technical assistance for the evaluation and development of violence prevention programs.

Commission on Youth and Violence

American Psychological Association
Public Inquiry
750 First St., N.W.
Washington, DC 20002
(202) 336-5500

Services: Conducts studies, observation, and research on the psychological causes of violence and the prevention and alleviation of violence.

The National Congress of Parents and Teachers

330 N. Wabash, Suite 2100
Chicago, IL 60611
(312) 670-6782

Services: Provides several documents on school safety highlighting successful initiatives that have been implemented by parent groups nationwide.

National Crime Prevention Council

1700 K St., Second Floor
Washington, DC 20006
(202) 466-6272

Services: Provides information and training about crime prevention issues, works closely with communities to respond to crime and violence problems, and maintains a nationwide network of community leaders.

National Organization of Victim Assistance (NOVA)

2111 Wilson Blvd., Suite 300
Arlington, VA 22201
(703) 276-2880

Services: Provides training and legislative advocacy, assists the general public in seeking legal advice, and informs the public of victims' rights and up-to-date crime and violence issues.

3. PUBLICATIONS/VIDEOS

Anti-Bias/Diversity Mini-Catalog for Classrooms and Communities: Tools for Teachers

Anti-Defamation League Library
22-D Hollywood Ave.
Dept. M1968
Ho-Ho-Kus, NJ 07432
(800) 343-5540

This mini-catalog lists the ADL's most popular materials to assist teachers, community leaders, parents, and students in their pursuit of promoting understanding among people of different races, creeds, and ethnic backgrounds. For grades K-5, 6-9, and 10-12 and college.

Freedom from Fear: Ending California's Hate Violence Epidemic

Final Report of the Lieutenant Governor's Commission on the Prevention of Hate Violence, May 1992
Lieutenant Governor's Office
State Capitol, Room 1114
Sacramento, CA 95814

Addresses hate-violence causes and responses. Discusses leadership, awareness, schools, youth programs, community-based efforts, mass media, and pending legislation.

Hate Crime: A Sourcebook for Schools Confronting Bigotry, Harassment, Vandalism and Violence

by Cristina Bodinger-deUriarte and Anthony R. Sancho
Southwest Center for Educational Equity
Southwest Regional Laboratory
4665 Lampson Ave.
Los Alamitos, CA 90720.

Provides information and usable resource materials on the nature, scope, and sources of hate crimes.

Hate Crime in California

Annual Report to the Legislature
California Attorney General's Office

Contact: Criminal Justice Statistics Center
P.O. Box 903427
Sacramento, CA 94203-4270
(916) 227-3509

Not in Our Town/Not in Our Town II

The Working Group
5867 Ocean View Dr.
Oakland, CA 94618
(510) 547-8484

These videos profile ordinary people across the country who have been inspired to take a stand against intolerance and hate crimes.

Start with the Kids: 5 Days to Building a Classroom Community and Sticks, Stones, and Stereotypes

Education Training Research (ETR) Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
(800) 321-4407

Teaching Tolerance

Southern Poverty Law Center
400 Washington Ave.
Montgomery, AL 36104
(205) 264-0286

This 64-page magazine, provided free to educators, contains articles on ideas and strategies for teaching against prejudice and offers access to curriculum materials and other supporting documentation provided by the Center.

Violence Prevention . . . A Vision of Hope

The California Attorney General's Violence Prevention Policy Council, 1995 Final Report ("Diversity Initiative," pages 207–216)

Recommends strategies to reverse the pervasive culture of violence in our society; highlights 10 common-ground initiatives and over 100 strategic recommendations.

Unlawful Discrimination: Your Rights and Remedies

Published by the California Attorney General's Office, Public Rights Division, Civil Rights Enforcement Section

Contact: Attorney General's Office
Public Inquiry Unit
P.O. Box 944255
Sacramento, CA 94244-2550
(800) 952-5225

Provides specific laws, both civil and criminal, designed to protect people from hate violence and to punish those who engage in such offensive behavior.

4. MODEL PROGRAMS

National Hate Crime Prevention Programs

Arizona

Tucson Unified School District
Collaborative for Violence Prevention
1010 East 10th Street
Tucson, AZ 85717
(520) 512-3084

The *El Hogar de la Paz* project functions as a clearing-house providing violence prevention services, training, and technical assistance to 165 schools in the Tucson area. This bias reduction project trains youths in prevention strategies.

California

Anti-Defamation League
10495 Santa Monica Blvd.
Los Angeles, CA 90025
(310) 446-8000

The *World of Difference Institute* is an anti-bias, anti-hate-crime training program serving California, Nebraska, and New York. The project trains 1,200 teachers to identify, understand, and combat bias-related incidents and hate crimes. Resource materials are available to help parents create bias-free homes.

Connecticut

New Haven Dept. of Police Service
One Union Avenue
New Haven, CT 06519
(203) 946-6296

The *Hate Crime Prevention Program* is a cooperative effort to reduce the incidence of hate-motivated crime in the city of New Haven by training volunteers to assist survivors of hate crimes; making use of advertising to publicize anti-hate-crime messages; coordinating outreach meetings in community policing substations; and compiling materials for public reading and research.

Maine

Wellesley College
Center for Research on Women
106 Central Street
Wellesley, MA 02181-8259
(617) 283-2502

The *Sexual Harassment and Gender Violence in Schools* program is a research project designed to develop a collaborative intervention model along with curriculum for school personnel and community-based organizations.

Mississippi

University of Southern Mississippi
Box 10033
Hattiesburg, MS 39406-0033
(601) 266-5546

The *Mississippi Institute on Hate Crimes Prevention* project provides training for school personnel, parents, and community members on topics related to hate-crimes prevention, conflict resolution, community collaboration, legal mandates, and the consequences of hate crimes.

New Jersey

New Jersey Department of Education
100 River View Plaza, CN 500
Trenton, NJ 08625-0500

Project PRIDE trains students, parents, staff, and community members in understanding the nature and dynamics of racism, religious oppression, and homophobia and in mastering strategies which reduce the incidence of bias crimes and conflicts. It also trains the community in how to create safe school environments.

New York

Educational Equity Concepts, Inc.
114 East 32nd Street, Suite 701
New York, NY 10016
(212) 725-1803

The *Gender-Based Teasing and Bullying in Grades K–5* project is conducting research around gender-based teasing and bullying as the antecedents to adolescent sexual harassment. Project objectives include development of measurement instruments, teacher training, parent guides, and curriculum materials to alleviate these behaviors.

Pennsylvania

Woodrock, Inc.
2234 N. Front Street
Philadelphia, PA 19133
(215) 423-3452

The *Woodrock Intergroup Conflict Resolution* project is designed to increase bicultural competencies of youths through the use of prejudice-reducing strategies. Activities include human relations life-skills classes, after-school clubs, and home visits with families.

Student-centered Diversity Appreciation Programs

Days of Respect

Collaborations in Learning
2808 Hillegass Avenue
Berkeley, CA 94705
(510) 845-9494

Days of Respect is a training program, accompanied by a manual, which guides teams of junior high or high school-aged students, parents, and teachers in designing respect-building exercises. These exercises focus on gender, race, and age and are aimed at preventing school violence. Following the training, students implement this program on their own campuses, creating “Days of Respect” for the entire student body.

New Faces in our Schools—Student Generated

Solutions to Ethnic Conflict
Many Cultures Publishing
P.O. Box 425646
San Francisco, CA 94142-5646
(888) 281-3757

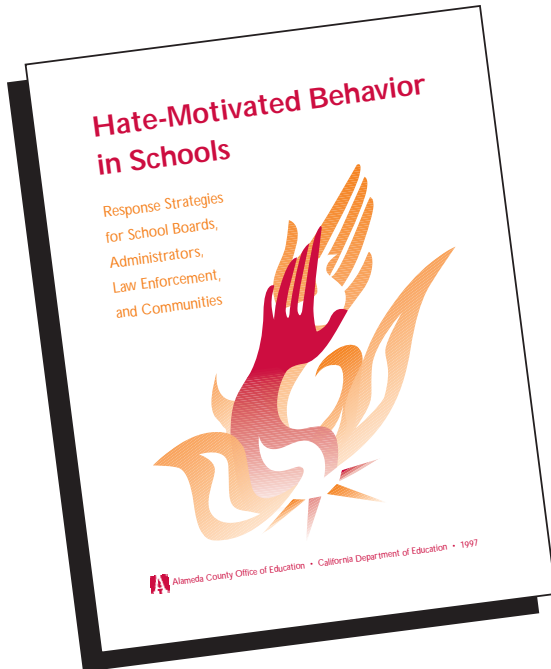
A 17-lesson teaching curriculum, appropriate for grades 9 through 12, engages students in creating solutions to ethnic conflicts that they face in their classrooms. Curriculum activities include focus groups, role playing, and student-created action plans for promoting appreciation of diversity. Educational materials focus on understanding new immigrant and cultures.

Panel of Young Americans

Anti-Defamation League
823 United Nations Plaza
New York, New York 10017
(212) 885-7951

This is a guide for creating student diversity panels in your community. The video and curriculum materials focus on voices of diversity dispelling stereotypes and emphasizing our common experience. Panelists meet as a club at their school site.

Order Form



Please send order information to:

Alameda County Office of Education
313 West Winton Avenue
Hayward, CA 94544-1198
Attn: Media Sales
(510) 670-4157
FAX: (510) 670-4161

or:

California Department of Education
Publications Division, Sales Office
P.O. Box 271
Sacramento, CA 95812-0271

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Hate-Motivated Behavior in Schools

Number of Copies _____

× \$10.00 _____

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SCHOOL/DISTRICT

ATTN: NAME

ADDRESS

CITY, STATE & ZIP

Thank you for downloading the internet version of the *Hate-Motivated Behavior in Schools* manual. Contentwise, there is no difference between this version and the manual available from the California Department of Education's Publication's Office. However, this portable document format (PDF) version has been edited to eliminate blank pages between certain sections.

